



July 2009

**DEPARTMENT OF EDUCATION**  
2008–2009 School Year Reports

Dear School Board Members and School Personnel:

The Maine Educational Assessment (MEA) is the State's measure of student progress in achieving the State accountability standards of Maine's *Learning Results*. The *Learning Results* contain goals for what all students should know and be able to do at certain times in their school careers and include the accountability standards that are assessed for each grade. The MEA is administered to students in all grades 3 through 8 to meet state assessment requirements and the requirements of the federal *No Child Left Behind* Act.

The 2008-2009 MEA Summary Reports contain the results of student achievement in reading and mathematics at all grades and science at grades 5 and 8 and disaggregated by student and school characteristics. This report, together with MEA individual student and subject-specific class analysis reports, provides support for use in program evaluation and planning.

MEA results reflect scores based on test questions that are taken in common by the approximately 15,000 students in each grade level. Students' scores in each content area are based on answers to a combination of multiple-choice questions and questions that require students to construct an answer. More information about the MEA is available at [www.maine.gov/education/mea/index.htm](http://www.maine.gov/education/mea/index.htm).

I look forward to working with you in support of our continued efforts to improve the quality and effectiveness of the instructional opportunities designed to help all students achieve the high standards of the *Learning Results* and demonstrate that achievement through performance on the assessments.

Sincerely,

Susan A. Gendron  
Commissioner of Education



## School Report Grade 5

Test Date: March 2009  
Code: 11831443  
SAU: Winslow Schools  
School: Winslow Elementary School

### Contents of the Report

The report is divided into two main sections including a section describing the students tested and a separate section for the results in each content area.

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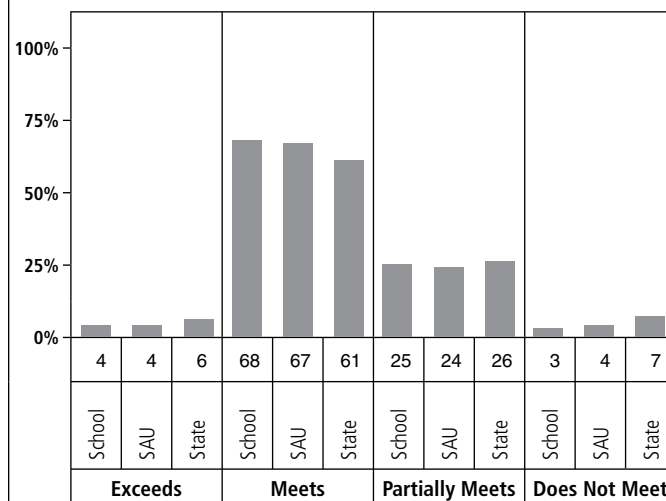
# SUMMARY OF SCORES

Test Date: March 2009  
Grade: 5  
SAU: Winslow Schools  
School: Winslow Elementary School

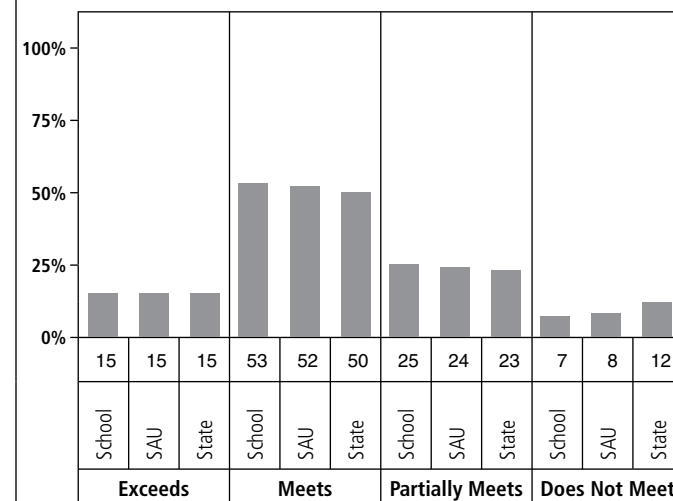
## Summary of School, SAU, and State Scores

Year	Average Scaled Score		
	School	SAU	State
<b>ELA – Reading</b>			
2006–2007	544	544	544
2007–2008	543	543	545
<b>2008–2009</b>	<b>546</b>	<b>546</b>	<b>546</b>
Cum. Avg.*	544	544	545
<b>Mathematics</b>			
2006–2007	543	543	546
2007–2008	543	543	546
<b>2008–2009</b>	<b>548</b>	<b>547</b>	<b>547</b>
Cum. Avg.*	545	544	546
<b>Science</b>			
<b>2008–2009 **</b>	<b>544</b>	<b>544</b>	<b>543</b>

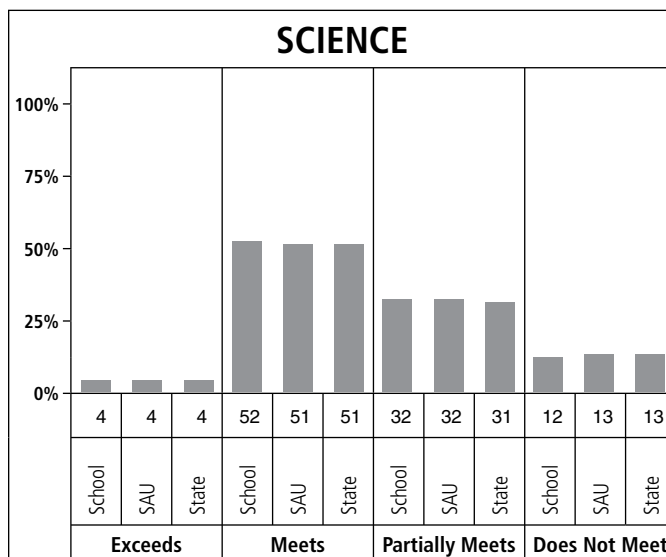
### ELA – READING



### MATHEMATICS



### SCIENCE



\*Cumulative averages are weighted, i.e., the scaled scores are averaged proportionally based on the numbers of students in each year.

\*\*Because science testing moved from grade 4 to grade 5 in March 2009, science standards were reset and therefore no historical data are available.

# SUMMARY OF STUDENT PARTICIPATION

Test Date: March 2009  
Grade: 5  
SAU: Winslow Schools  
School: Winslow Elementary School

CATEGORY OF PARTICIPATION	Enrollment <sup>1</sup> during testing window						CONTENT AREA PARTICIPATION <sup>2</sup>																	
	School		SAU		State		ELA-Reading						Mathematics						Science					
	n		n		n		n		n		n		n		n		n		n		n		n	
	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%
<b>Total number of students</b>	97	100	98	100	14212	100	97	100	98	100	14135	100	97	100	98	100	14144	100	97	100	98	100	14137	100
<b>Ethnicity</b> African American/Black	0	0	1	1	397	3	0	0	1	100	388	98	0	0	1	100	393	99	0	0	1	100	389	98
American Indian or Native Alaskan	0	0	0	0	110	1	0	0	0	0	110	100	0	0	0	0	110	100	0	0	0	0	110	100
Asian or Pacific Islander	0	0	0	0	259	2	0	0	0	0	253	98	0	0	0	0	258	100	0	0	0	0	257	99
Hispanic	1	1	1	1	175	1	1	100	1	100	172	99	1	100	1	100	172	99	1	100	1	100	173	99
Caucasian/White	96	99	96	98	13271	93	96	100	96	100	13212	100	96	100	96	100	13211	100	96	100	96	100	13208	100
Not Reported	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
<b>Identified disability</b>	8	8	9	9	2479	17	8	100	9	100	2454	100	8	100	9	100	2455	100	8	100	9	100	2451	99
<b>Current LEP</b>	1	1	1	1	374	3	1	100	1	100	359	96	1	100	1	100	370	99	1	100	1	100	366	98
<b>Economically disadvantaged</b>	34	35	35	36	5848	41	34	100	35	100	5815	100	34	100	35	100	5819	100	34	100	35	100	5812	100
<b>Migrant</b>	0	0	0	0	8	0	0	0	0	0	8	100	0	0	0	0	8	100	0	0	0	0	8	100

MODE OF PARTICIPATION <sup>3</sup>	ELA-Reading						Mathematics						Science					
	School		SAU		State		School		SAU		State		School		SAU		State	
	n		n		n		n		n		n		n		n		n	
	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%
<b>Participation without accommodations</b>	92	95	92	94	10849	76	90	93	90	92	10872	76	92	95	92	94	10976	77
Identified disability (PET/IEP)	3	3	3	3	298	3	1	1	1	1	307	3	3	3	3	3	338	3
LEP	1	1	1	1	170	2	1	1	1	1	169	2	1	1	1	1	177	2
504 plan	0	0	0	0	123	1	0	0	0	0	121	1	0	0	0	0	126	1
<b>Participation with accommodations</b>	5	5	6	6	3122	22	7	7	8	8	3124	22	5	5	6	6	3019	21
Identified disability (PET/IEP)	5	100	6	100	1992	64	7	100	8	100	2000	64	5	100	6	100	1971	65
LEP	0	0	0	0	184	6	0	0	0	0	196	6	0	0	0	0	184	6
504 plan	0	0	0	0	84	3	0	0	0	0	86	3	0	0	0	0	81	3
Other	0	0	0	0	907	29	0	0	0	0	886	28	0	0	0	0	826	27
<b>Participation through alternate assessment (PAAP)</b>	0	0	0	0	164	1	0	0	0	0	148	1	0	0	0	0	142	1
Identified disability (PET/IEP)	0	0	0	0	164	100	0	0	0	0	148	100	0	0	0	0	142	100
LEP	0	0	0	0	5	3	0	0	0	0	5	3	0	0	0	0	5	4
504 plan	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
<b>Approved non-participation in reading – 1st year LEP</b>	0	0	0	0	0	0												
<b>Approved non-participation – special consideration</b>	0	0	0	0	19	0	0	0	0	0	19	0	0	0	0	0	20	0
<b>Non-participation – other</b>	0	0	0	0	58	0	0	0	0	0	49	0	0	0	0	0	55	0

<sup>1</sup>Percents are the percentage of students enrolled in each participation category.

<sup>2</sup>Percents are the percentage of students, including those who participated through alternate assessment (PAAP), who participated in the content area.

<sup>3</sup>Percents are the percentage of students in each content area by mode.

# ELA–READING RESULTS

Test Date: March 2009  
Grade: 5  
SAU: Winslow Schools  
School: Winslow Elementary School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
<b>Exceeds the Standards</b> – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing in-depth inferences, analyzing texts for subtle clues, synthesizing information across texts, and using his/her knowledge of text features and literary devices to make deeper connections within or across texts to increase comprehension. (Scaled Score 562–580)	2006-2007	5	5	5	5	702	5
	2007-2008	4	5	4	5	659	5
	<b>2008-2009</b>	<b>4</b>	<b>4</b>	<b>4</b>	<b>4</b>	<b>836</b>	<b>6</b>
	Cum. Total*	13	5	13	5	2197	5
<b>Meets the Standards</b> – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing inferences, summarizing main ideas and providing supporting details, connecting ideas within and across texts, and using his/her knowledge of text features and literary devices to increase comprehension. (Scaled Score 542–560)	2006-2007	52	55	52	55	7730	55
	2007-2008	42	50	42	50	8195	58
	<b>2008-2009</b>	<b>66</b>	<b>68</b>	<b>66</b>	<b>67</b>	<b>8495</b>	<b>61</b>
	Cum. Total*	160	58	160	58	24420	58
<b>Partially Meets the Standards</b> – The student’s work demonstrates an inconsistent ability to read and interpret literary and informational texts appropriate for the grade level. The student’s ability to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, and use his/her knowledge of text features and literary devices varies depending on the texts. (Scaled Score 532–540)	2006-2007	30	32	30	32	4182	30
	2007-2008	31	37	31	37	3800	27
	<b>2008-2009</b>	<b>24</b>	<b>25</b>	<b>24</b>	<b>24</b>	<b>3667</b>	<b>26</b>
	Cum. Total*	85	31	85	31	11649	28
<b>Does Not Meet the Standards</b> – The student’s work demonstrates a limited ability to read and interpret literary and informational texts appropriate for the grade level. The student’s responses are often vague or incorrect leaving the impression that the student found it difficult to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, or use his/her knowledge of text features and literary devices to support comprehension. (Scaled Score 500–530)	2006-2007	7	7	7	7	1419	10
	2007-2008	7	8	7	8	1362	10
	<b>2008-2009</b>	<b>3</b>	<b>3</b>	<b>4</b>	<b>4</b>	<b>973</b>	<b>7</b>
	Cum. Total*	17	6	18	7	3754	9

Learning Results Content Standards	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Reading Total Points	48	100	31.4	65.4	31.1	64.8	30.8	64.2
A1/A2 Interconnected Elements/Literary Text	24	50	15.0	62.5	14.8	61.7	15.0	62.5
A1/A3 Interconnected Elements/Informational Text	24	50	16.4	68.3	16.3	67.9	15.8	65.8

The MEA assesses students’ reading skills based on questions related to two types of reading passages: literary and informational. Reading passages include both long and short texts, selected from developmentally appropriate works. MEA reading items measure the English Language Arts accountability content standard A, Reading, contained in Maine’s 2007 *Learning Results: Parameters for Essential Instruction*, which can be found at:  
<http://www.maine.gov/education/lres/pei/index.html>.

# ELA-READING RESULTS

## (CONTINUED)

Test Date: March 2009  
 Grade: 5  
 SAU: Winslow Schools  
 School: Winslow Elementary School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	97	4	4	66	68	24	25	3	3	546	98	4	67	24	4	546	13971	6	61	26	7	546
Ethnicity																						
African American/Black	0										1						381	2	44	31	23	540
American Indian or Native Alaskan	0										0						110	0	48	38	14	541
Asian or Pacific Islander	0										0						252	11	58	21	11	547
Hispanic	1										1						166	4	54	32	10	543
Caucasian/White	96	4	4	65	68	24	25	3	3	546	96	4	68	25	3	546	13062	6	62	26	6	546
Not Reported	0										0						0					
Identified disability																						
Yes	8	0	0	2	25	4	50	2	25	535	9	0	22	44	33	531	2290	0	29	47	23	537
No	89	4	4	64	72	20	22	1	1	547	89	4	72	22	1	547	11681	7	67	22	4	548
Current LEP																						
Yes	1										1						354	1	35	34	30	538
No	96	4	4	65	68	24	25	3	3	546	97	4	67	25	4	546	13617	6	61	26	6	546
Economically disadvantaged																						
Yes	34	0	0	18	53	14	41	2	6	542	35	0	51	40	9	541	5716	2	51	35	12	542
No	63	4	6	48	76	10	16	1	2	549	63	6	76	16	2	549	8255	9	67	20	4	548
Migrant																						
Yes	0										0						8	0	38	25	38	538
No	97	4	4	66	68	24	25	3	3	546	98	4	67	24	4	546	13963	6	61	26	7	546
Gender																						
Female	43	1	2	31	72	11	26	0	0	545	43	2	72	26	0	545	6882	8	62	24	6	547
Male	54	3	6	35	65	13	24	3	6	547	55	5	64	24	7	546	7089	4	60	28	8	545
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	6	0	0	0	0	5	83	1	17	535	6	0	0	83	17	535	1914	1	41	44	14	540
No	91	4	4	66	73	19	21	2	2	547	92	4	72	21	3	547	12057	7	64	23	6	547
Gifted/talented program																						
Yes	8	2	25	6	75	0	0	0	0	558	8	25	75	0	0	558	450	26	72	2	0	557
No	89	2	2	60	67	24	27	3	3	545	90	2	67	27	4	545	13521	5	60	27	7	545

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

# ELA-READING RESULTS

## (QUESTIONNAIRE ITEMS)

Test Date: March 2009  
Grade: 5  
SAU: Winslow Schools  
School: Winslow Elementary School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
<b>How much homework do you do on school nights?</b>																						
A. none	4	0	0	2	50	1	25	1	25	540	5	0	40	20	40	532	4	2	40	34	24	540
B. less than one hour	71	4	6	48	70	15	22	2	3	547	70	6	70	22	3	547	70	6	63	26	6	546
C. one to two hours	22	0	0	14	67	7	33	0	0	546	21	0	67	33	0	546	24	7	61	26	6	546
D. more than two hours	3	0	0	2	67	1	33	0	0	543	3	0	67	33	0	543	2	4	42	33	21	541
<b>Which of the following best describes how you rate yourself as a student in reading?</b>																						
A. very good	30	3	10	24	83	1	3	1	3	551	30	10	83	3	3	551	36	10	67	18	5	549
B. good	49	1	2	36	75	9	19	2	4	546	49	2	75	19	4	546	47	5	62	27	6	546
C. fair	19	0	0	4	22	14	78	0	0	540	19	0	21	74	5	538	15	2	47	40	12	541
D. poor	2	0	0	2	100	0	0	0	0	546	2	0	100	0	0	546	2	0	30	46	24	537
<b>How well do the questions that you have just been given on this MEA test match what you have learned in school about reading?</b>																						
A. The questions on the test match what I have learned in reading class.	32	4	13	23	74	3	10	1	3	550	32	13	74	10	3	550	31	9	65	20	5	548
B. They match some of what I have learned.	57	0	0	38	69	16	29	1	2	545	56	0	69	29	2	545	55	5	63	27	5	546
C. They match just a little of what I have learned.	11	0	0	5	45	5	45	1	9	543	11	0	45	45	9	543	10	3	45	38	14	542
D. There is no match.	0										1	0	0	0	100	500	3	1	31	41	27	537
<b>How difficult was the reading part of this test?</b>																						
A. more difficult than my regular schoolwork	18	0	0	9	53	8	47	0	0	544	18	0	50	44	6	542	16	3	49	32	15	542
B. about the same as my regular schoolwork	64	3	5	45	73	11	18	3	5	546	63	5	73	18	5	546	64	7	63	25	5	547
C. easier than my regular schoolwork	19	1	6	12	67	5	28	0	0	548	18	6	67	28	0	548	20	5	62	26	7	546
<b>How difficult were the reading passages on this test?</b>																						
A. Most of the passages were more difficult than what I normally read.	8	0	0	3	38	4	50	1	13	540	9	0	33	44	22	536	10	1	33	42	24	538
B. Most of the passages were about the same as what I normally read.	59	3	5	36	64	16	29	1	2	546	58	5	64	29	2	546	52	4	61	29	6	545
C. Most of the passages were easier than what I normally read.	33	1	3	26	84	4	13	0	0	549	32	3	84	13	0	549	38	10	68	18	4	549
<b>How much time do you spend reading at home each day?</b>																						
A. more than one hour	13	1	8	8	62	4	31	0	0	548	13	8	62	31	0	548	20	10	64	21	5	548
B. 20 minutes to an hour	67	2	3	49	75	14	22	0	0	547	66	3	75	22	0	547	56	7	65	24	5	547
C. less than 20 minutes	11	1	9	7	64	1	9	2	18	545	12	8	58	8	25	542	10	3	52	33	12	543
D. I rarely read at home.	8	0	0	2	25	5	63	1	13	538	8	0	25	63	13	538	14	1	46	38	14	541
<b>How many pages do you read in school and to complete homework assignments?</b>																						
A. five or fewer pages	33	2	6	20	63	10	31	0	0	546	34	6	61	30	3	545	25	3	53	33	11	543
B. six to ten pages	34	1	3	23	70	8	24	1	3	546	34	3	70	24	3	546	26	6	61	26	7	546
C. eleven or more pages	33	1	3	23	72	6	19	2	6	547	33	3	72	19	6	547	49	8	65	23	5	547
<b>Optional school/SAU question</b>																						
A.	0										0											
B.	0										0											
C.	0										0											
D.	0										0											

# MATHEMATICS RESULTS

Test Date: March 2009  
Grade: 5  
SAU: Winslow Schools  
School: Winslow Elementary School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
<b>Exceeds the Standards</b> – The student’s work demonstrates in-depth understanding of essential concepts in mathematics, including the ability to make multiple connections among central ideas. The student’s responses demonstrate the ability to synthesize information; analyze and solve difficult problems, including developing and implementing strategies, efficiently and accurately performing procedures, and recording and justifying solutions; and explain complex concepts. (Scaled Score 562–580)	2006-2007	7	7	7	7	1711	12
	2007-2008	9	11	9	11	1617	12
	<b>2008-2009</b>	<b>15</b>	<b>15</b>	<b>15</b>	<b>15</b>	<b>2119</b>	<b>15</b>
	Cum. Total*	31	11	31	11	5447	13
<b>Meets the Standards</b> – The student’s work demonstrates a general understanding of essential concepts in mathematics, including the ability to make connections among central ideas. The student’s responses demonstrate the ability to analyze and solve problems including developing and implementing strategies, to perform procedures, and to record and explain solutions and concepts. The student’s work may contain minor errors. (Scaled Score 542–560)	2006-2007	40	43	40	43	6778	48
	2007-2008	33	39	33	39	7284	52
	<b>2008-2009</b>	<b>51</b>	<b>53</b>	<b>51</b>	<b>52</b>	<b>7046</b>	<b>50</b>
	Cum. Total*	124	45	124	45	21108	50
<b>Partially Meets the Standards</b> – The student’s work demonstrates incomplete understanding of essential concepts in mathematics and inconsistent connections among central ideas. The student’s responses demonstrate some ability to analyze and solve problems, and explain concepts. Problem solving strategies may be flawed, procedures performed inaccurately, methods not recorded and/or problems not completed. (Scaled Score 530–540)	2006-2007	33	35	33	35	3884	28
	2007-2008	28	33	28	33	3341	24
	<b>2008-2009</b>	<b>24</b>	<b>25</b>	<b>24</b>	<b>24</b>	<b>3193</b>	<b>23</b>
	Cum. Total*	85	31	85	31	10418	25
<b>Does Not Meet the Standards</b> – The student’s work demonstrates limited understanding of essential concepts in mathematics and infrequent or inaccurate connections among central ideas. The student’s responses demonstrate minimal ability to solve problems and explain concepts. Problem solving strategies and procedures are often flawed or inappropriate and there may be many omissions. (Scaled Score 500–528)	2006-2007	14	15	14	15	1683	12
	2007-2008	14	17	14	17	1778	13
	<b>2008-2009</b>	<b>7</b>	<b>7</b>	<b>8</b>	<b>8</b>	<b>1638</b>	<b>12</b>
	Cum. Total*	35	13	36	13	5099	12

Learning Results Content Standards	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
<b>Mathematics Total Points</b>	<b>48</b>	<b>100</b>	25.9	54.0	25.8	53.8	25.5	53.1
<b>A. Number</b>	<b>18</b>	<b>38</b>	9.4	52.2	9.4	52.2	9.8	54.4
<b>B. Data</b>	<b>10</b>	<b>21</b>	5.5	55.0	5.4	54.0	5.2	52.0
<b>C. Geometry</b>	<b>10</b>	<b>21</b>	4.7	47.0	4.7	47.0	4.7	47.0
<b>D. Algebra</b>	<b>10</b>	<b>21</b>	6.4	64.0	6.3	63.0	5.7	57.0

The MEA assesses students’ mathematics knowledge based on questions that measure the mathematics accountability content standards contained in Maine’s 2007 *Learning Results: Parameters for Essential Instruction*, which can be found at: <http://www.maine.gov/education/lres/pei/index.html>.

Content Standard A, Number, includes Whole Number, Rational Number, and Real Number.

Content Standard B, Data, includes Measurement and Approximation, Data Analysis, and Probability.

Content Standard C, Geometry, includes Geometric Figures, Geometric Measurement, and Transformations.

Content Standard D, Algebra, includes Symbols and Expressions, Equations and Inequalities, and Functions and Relations.

# MATHEMATICS RESULTS

## (CONTINUED)

Test Date: March 2009  
Grade: 5  
SAU: Winslow Schools  
School: Winslow Elementary School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
<b>All Students</b>	97	15	15	51	53	24	25	7	7	548	98	15	52	24	8	547	13996	15	50	23	12	547
<b>Ethnicity</b>																						
African American/Black	0										1						385	6	35	28	30	537
American Indian or Native Alaskan	0										0						110	5	42	34	20	540
Asian or Pacific Islander	0										0						257	19	50	20	12	548
Hispanic	1										1						166	9	43	31	17	543
Caucasian/White	96	15	16	51	53	23	24	7	7	548	96	16	53	24	7	548	13078	15	51	23	11	547
Not Reported	0										0						0					
<b>Identified disability</b>																						
Yes	8	1	13	1	13	3	38	3	38	537	9	11	11	33	44	536	2307	3	32	32	33	536
No	89	14	16	50	56	21	24	4	4	549	89	16	56	24	4	549	11689	17	54	21	8	549
<b>Current LEP</b>																						
Yes	1										1						365	5	33	30	32	536
No	96	15	16	51	53	23	24	7	7	548	97	15	53	24	8	548	13631	15	51	23	11	547
<b>Economically disadvantaged</b>																						
Yes	34	2	6	17	50	12	35	3	9	544	35	6	49	34	11	543	5731	7	46	29	18	542
No	63	13	21	34	54	12	19	4	6	550	63	21	54	19	6	550	8265	21	53	19	7	550
<b>Migrant</b>																						
Yes	0										0						8	0	38	50	13	540
No	97	15	15	51	53	24	25	7	7	548	98	15	52	24	8	547	13988	15	50	23	12	547
<b>Gender</b>																						
Female	43	2	5	27	63	12	28	2	5	546	43	5	63	28	5	546	6889	14	51	23	12	546
Male	54	13	24	24	44	12	22	5	9	549	55	24	44	22	11	549	7107	16	50	23	11	547
Not Reported	0										0						0					
<b>Title 1A targeted program</b>																						
Yes	6	0	0	1	17	3	50	2	33	536	6	0	17	50	33	536	1918	3	39	36	22	539
No	91	15	16	50	55	21	23	5	5	548	92	16	54	23	7	548	12078	17	52	21	10	548
<b>Gifted/talented program</b>																						
Yes	8	8	100	0	0	0	0	0	0	569	8	100	0	0	0	569	450	64	34	2	0	564
No	89	7	8	51	57	24	27	7	8	546	90	8	57	27	9	546	13546	14	51	23	12	546

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number



# MATHEMATICS RESULTS

## (QUESTIONNAIRE ITEMS)

Test Date: March 2009  
Grade: 5  
SAU: Winslow Schools  
School: Winslow Elementary School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
<b>How much homework do you do on school nights?</b>																						
A. none	4	0	0	2	50	2	50	0	0	546	5	0	40	40	20	542	4	8	38	26	28	539
B. less than one hour	71	13	19	36	52	16	23	4	6	548	70	19	52	23	6	548	70	15	52	23	10	547
C. one to two hours	22	1	5	12	57	6	29	2	10	545	21	5	57	29	10	545	24	15	51	23	11	547
D. more than two hours	3	1	33	1	33	0	0	1	33	549	3	33	33	0	33	549	2	9	37	24	30	539
<b>Which of the following best describes how you rate yourself as a student in mathematics?</b>																						
A. very good	37	12	33	18	50	4	11	2	6	553	38	32	49	11	8	552	34	28	50	14	8	552
B. good	53	3	6	27	53	18	35	3	6	545	52	6	53	35	6	545	45	11	54	24	10	546
C. fair	8	0	0	6	75	1	13	1	13	544	8	0	75	13	13	544	18	3	45	33	19	540
D. poor	2	0	0	0	0	1	50	1	50	531	2	0	0	50	50	531	3	1	29	41	29	535
<b>How well do the questions that you have just been given on this MEA test match what you have learned in school about mathematics?</b>																						
A. The questions on the test match what I have learned in mathematics class.	45	7	16	26	59	7	16	4	9	549	45	16	59	16	9	549	38	22	52	19	7	550
B. They match some of what I have learned.	46	5	11	24	53	13	29	3	7	546	46	11	53	29	7	546	48	12	53	24	11	546
C. They match just a little of what I have learned.	6	2	33	1	17	3	50	0	0	548	6	33	17	50	0	548	11	6	40	30	24	540
D. There is no match.	2	1	50	0	0	1	50	0	0	551	3	33	0	33	33	543	3	6	26	29	38	534
<b>How difficult was the mathematics part of this test?</b>																						
A. more difficult than my regular schoolwork	16	1	6	8	50	6	38	1	6	544	17	6	47	35	12	543	17	7	42	30	21	540
B. about the same as my regular schoolwork	62	6	10	38	63	13	22	3	5	548	61	10	63	22	5	548	64	15	53	23	10	547
C. easier than my regular schoolwork	22	8	38	5	24	5	24	3	14	549	21	38	24	24	14	549	19	24	49	17	10	550
<b>On average, how many minutes a day do you spend working on mathematics in class?</b>																						
A. less than 30 minutes	5	0	0	2	40	1	20	2	40	538	5	0	40	20	40	538	7	6	39	27	27	539
B. 30–45 minutes	33	2	6	15	47	13	41	2	6	544	34	6	45	39	9	543	28	9	49	28	15	544
C. 45–60 minutes	56	12	22	31	57	8	15	3	6	551	55	22	57	15	6	551	41	17	53	21	9	548
D. more than 60 minutes	6	1	17	3	50	2	33	0	0	549	6	17	50	33	0	549	24	21	51	20	8	549
<b>How often do you use calculators in mathematics class?</b>																						
A. almost every day	3	1	33	0	0	2	67	0	0	547	3	33	0	67	0	547	6	14	43	24	20	543
B. two or three days a week	6	1	17	3	50	2	33	0	0	547	6	17	50	33	0	547	24	17	52	21	10	548
C. two or three times each month	25	6	25	12	50	4	17	2	8	550	24	25	50	17	8	550	33	17	52	21	9	548
D. never or almost never	66	7	11	36	56	16	25	5	8	547	66	11	55	25	9	547	38	12	49	25	14	545
<b>How often do you use hands-on materials in mathematics class?</b>																						
A. almost every day	15	0	0	12	80	1	7	2	13	548	15	0	80	7	13	548	23	13	47	26	15	545
B. two or three days a week	21	4	20	9	45	6	30	1	5	549	21	19	43	29	10	548	31	17	52	21	10	548
C. two or three times each month	27	3	12	16	62	5	19	2	8	546	27	12	62	19	8	546	27	17	52	21	10	548
D. never or almost never	37	8	22	14	39	12	33	2	6	548	37	22	39	33	6	548	20	12	50	24	14	545
<b>Optional school/SAU question</b>																						
A.	0										0											
B.	0										0											
C.	0										0											
D.	0										0											

# SCIENCE RESULTS

Test Date: March 2009  
Grade: 5  
SAU: Winslow Schools  
School: Winslow Elementary School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
<b>Exceeds the Standards</b> – The student’s work demonstrates in-depth understanding of essential concepts in science, including the ability to make multiple connections among central ideas. The student’s responses demonstrate the ability to synthesize information, analyze and solve difficult problems, and explain complex concepts using evidence and proper terminology to support and communicate logical conclusions. (Scaled Score 562–580)	2008-2009*	4	4	4	4	626	4
<b>Meets the Standards</b> – The student’s work demonstrates a general understanding of essential concepts in science, including the ability to make connections among central ideas. The student’s responses demonstrate the ability to analyze and solve routine problems and explain central concepts with sufficient clarity and accuracy to demonstrate general understanding. (Scaled Score 542–560)	2008-2009*	50	52	50	51	7187	51
<b>Partially Meets the Standards</b> – The student’s work demonstrates incomplete understanding of essential concepts in science and inconsistent connections among central ideas. The student’s responses demonstrate some ability to analyze and solve problems but the quality of responses is inconsistent. Explanation of concepts may be incomplete or unclear. (Scaled Score 532–540)	2008-2009*	31	32	31	32	4364	31
<b>Does Not Meet the Standards</b> – The student’s work demonstrates limited understanding of essential concepts in science and infrequent or inaccurate connections among central ideas. The student’s responses demonstrate minimal ability to solve problems. Explanations are illogical, incomplete, or missing. There are many inaccuracies. (Scaled Score 500–530)	2008-2009*	12	12	13	13	1818	13

Learning Results Content Standards	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
<b>Science Total Points</b>	48	100	29.6	61.7	29.5	61.5	29.2	60.8
<b>D. The Physical Setting</b>	24	50	13.6	56.7	13.5	56.3	12.9	53.8
<b>E. The Living Environment</b>	24	50	16.0	66.7	16.0	66.7	16.3	67.9

The MEA assesses students’ science knowledge based on questions that measure the science accountability content standards highlighted in Maine’s 2007 *Learning Results: Parameters for Essential Instruction*, which can be found at: <http://www.maine.gov/education/lres/pei/index.html>.

Content Standard D. The Physical Setting  
D1 - Universe and Solar System  
D2 - Earth  
D3 - Matter and Energy  
D4 - Force and Motion

Content Standard E. The Living Environment  
E1 - Biodiversity  
E2 - Ecosystems  
E3 - Cells  
E4 - Heredity and Reproduction  
E5 - Evolution

# SCIENCE RESULTS

## (CONTINUED)

Test Date: March 2009  
Grade: 5  
SAU: Winslow Schools  
School: Winslow Elementary School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
<b>All Students</b>	97	4	4	50	52	31	32	12	12	544	98	4	51	32	13	544	13995	4	51	31	13	543
<b>Ethnicity</b>																						
African American/Black	0										1						382	2	31	32	35	535
American Indian or Native Alaskan	0										0						110	3	36	35	26	538
Asian or Pacific Islander	0										0						256	5	51	27	17	542
Hispanic	1										1						167	1	40	37	22	539
Caucasian/White	96	4	4	50	52	30	31	12	13	544	96	4	52	31	13	544	13080	5	52	31	12	544
Not Reported	0										0						0					
<b>Identified disability</b>																						
Yes	8	0	0	2	25	3	38	3	38	537	9	0	22	33	44	535	2309	2	29	39	29	536
No	89	4	4	48	54	28	31	9	10	545	89	4	54	31	10	545	11686	5	56	30	10	545
<b>Current LEP</b>																						
Yes	1										1						361	1	23	32	44	533
No	96	4	4	50	52	30	31	12	13	544	97	4	52	31	13	544	13634	5	52	31	12	544
<b>Economically disadvantaged</b>																						
Yes	34	0	0	15	44	12	35	7	21	539	35	0	43	34	23	538	5729	2	42	37	20	539
No	63	4	6	35	56	19	30	5	8	547	63	6	56	30	8	547	8266	6	58	27	8	546
<b>Migrant</b>																						
Yes	0										0						8	0	25	13	63	530
No	97	4	4	50	52	31	32	12	12	544	98	4	51	32	13	544	13987	4	51	31	13	543
<b>Gender</b>																						
Female	43	0	0	18	42	18	42	7	16	541	43	0	42	42	16	541	6886	4	49	33	14	542
Male	54	4	7	32	59	13	24	5	9	546	55	7	58	24	11	546	7109	5	54	29	12	544
Not Reported	0										0						0					
<b>Title 1A targeted program</b>																						
Yes	6	0	0	0	0	1	17	5	83	525	6	0	0	17	83	525	1917	1	31	41	28	536
No	91	4	4	50	55	30	33	7	8	545	92	4	54	33	9	545	12078	5	55	30	11	544
<b>Gifted/talented program</b>																						
Yes	8	3	38	5	63	0	0	0	0	561	8	38	63	0	0	561	450	25	72	2	1	557
No	89	1	1	45	51	31	35	12	13	542	90	1	50	34	14	542	13545	4	51	32	13	543

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

# SCIENCE RESULTS

## (QUESTIONNAIRE ITEMS)

Test Date: March 2009  
Grade: 5  
SAU: Winslow Schools  
School: Winslow Elementary School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
<b>How much homework do you do on school nights?</b>																						
A. none	4	0	0	1	25	3	75	0	0	541	5	0	20	60	20	536	4	2	37	35	25	538
B. less than one hour	71	4	6	37	54	19	28	9	13	545	70	6	54	28	13	545	70	4	53	31	12	544
C. one to two hours	22	0	0	10	48	9	43	2	10	541	21	0	48	43	10	541	24	5	51	31	12	544
D. more than two hours	3	0	0	2	67	0	0	1	33	539	3	0	67	0	33	539	2	4	39	31	26	539
<b>Which of the following best describes how you rate yourself as a student in science?</b>																						
A. very good	22	2	10	11	52	7	33	1	5	548	21	10	52	33	5	548	26	7	56	26	11	545
B. good	58	2	4	32	57	16	29	6	11	544	57	4	57	29	11	544	53	4	53	31	11	544
C. fair	18	0	0	6	35	6	35	5	29	538	18	0	33	33	33	536	18	2	41	39	17	540
D. poor	3	0	0	1	33	2	67	0	0	544	3	0	33	67	0	544	3	1	33	36	30	536
<b>How well do the questions that you have just been given on this MEA test match what you have learned in school about science?</b>																						
A. The questions on the test match what I have learned in science class.	27	4	15	13	50	8	31	1	4	549	27	15	50	31	4	549	23	5	56	28	11	544
B. They match some of what I have learned.	53	0	0	29	57	15	29	7	14	542	52	0	57	29	14	542	48	5	52	31	12	544
C. They match just a little of what I have learned.	21	0	0	8	40	8	40	4	20	541	20	0	40	40	20	541	23	4	49	33	14	543
D. There is no match.	0										1	0	0	0	100	516	6	3	40	34	23	539
<b>How difficult was the science part of this test?</b>																						
A. more difficult than my regular schoolwork	23	0	0	10	45	8	36	4	18	541	23	0	45	36	18	541	23	5	48	31	16	543
B. about the same as my regular schoolwork	62	3	5	33	56	16	27	7	12	545	63	5	55	27	13	544	58	4	52	32	12	543
C. easier than my regular schoolwork	15	1	7	6	43	6	43	1	7	544	15	7	43	43	7	544	19	6	53	29	11	544
<b>How often do you have science classes?</b>																						
A. every day	26	1	4	11	44	11	44	2	8	545	27	4	42	42	12	544	33	5	51	31	14	543
B. a few times a week	60	2	4	31	54	16	28	8	14	543	59	4	54	28	14	543	45	4	52	32	11	544
C. once a week	4	1	25	2	50	1	25	0	0	553	4	25	50	25	0	553	8	4	50	30	16	542
D. a few times a month	9	0	0	4	44	3	33	2	22	541	9	0	44	33	22	541	15	4	52	30	14	543
<b>Which statement best describes how you learn science?</b>																						
A. I mostly read a textbook and answer questions, and/or take notes and do assignments. I use science kits for demonstrations and experiments.	63	4	7	28	47	19	32	9	15	543	63	7	46	31	16	543	30	3	48	35	14	542
B. I work in groups to design and conduct experiments.	6	0	0	2	33	2	33	2	33	535	6	0	33	33	33	535	23	2	43	37	18	540
C. I do a combination of A and B, mostly A.	20	0	0	14	74	5	26	0	0	548	20	0	74	26	0	548	27	6	58	26	9	546
D. I do a combination of A and B, mostly B.	11	0	0	6	55	4	36	1	9	545	11	0	55	36	9	545	21	6	58	27	10	545
<b>How often do you make observations and collect data in science class?</b>																						
A. a few times a week	34	1	3	20	61	10	30	2	6	546	34	3	61	30	6	546	47	4	51	32	12	543
B. a few times a month	17	0	0	8	50	7	44	1	6	544	16	0	50	44	6	544	27	5	54	30	11	544
C. once a month	5	2	40	2	40	1	20	0	0	552	5	40	40	20	0	552	10	5	49	30	15	543
D. never or almost never	44	1	2	19	45	13	31	9	21	541	44	2	44	30	23	540	15	3	48	32	16	542
<b>How often do you use observations and data to support your idea about science?</b>																						
A. a few times a week	35	1	3	21	62	10	29	2	6	545	35	3	62	29	6	545	46	4	52	32	12	543
B. a few times a month	22	1	5	8	38	9	43	3	14	544	22	5	38	43	14	544	28	5	53	30	12	544
C. once a month	16	1	7	4	27	6	40	4	27	538	15	7	27	40	27	538	11	4	47	34	15	542
D. never or almost never	27	1	4	16	62	6	23	3	12	545	28	4	59	22	15	544	15	4	50	30	16	542
<b>Optional school/SAU question</b>																						
A.	0										0											
B.	0										0											
C.	0										0											
D.	0										0											

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards  
N = Number